

QUARTERLY BOARD REPORT

MARCH 31, 2025

SUPERINTENDENT'S REPORT

The first few months of 2025 were relatively stable for the District. Concerns on the horizon, however, are the slowing of enrollment to essentially flat, and massive instability in the global economy do not bode well for the Province and thus school districts. Sudden and unexpected tariffs have meant provincial revenues and personal employment for many are up in the air. Perhaps even more alarming was the increased vitriol from south of the border, leading to many districts, including Mission, to reassess longstanding assumptions about field trips and professional learning to the United States. The long-term impacts of these world events cannot easily be calculated.

All that aside, wonderful learning and memories were being built across the District. I would highlight a couple of significant examples. First, Mission Central held an entrepreneur's fair with students demonstrating their initiative and innovation, selling everything from cookies to pencil holders – I may have purchased both. The entrepreneurial spirit is not something we typically celebrate in schools, and this was a wonderful event that allowed students to shine in new ways. Second, later that same day, no less, several district teachers and administrators led a triumphant return of the Science Fair. I had the honour of being a judge, along with a number of more learned colleagues and former colleagues. Talking with the students clearly revealed their passion and enthusiasm for their projects and future plans. It was an exciting and engaging event, and more events that channel student energy are in the works!

On the topic of projects, a considerable time has been spent on the new MSS build. Weekly meetings, as well as in-person meetings with potential proponents, amounted to over 72 hours between February and April for senior staff connected to the project. We are looking forward to concluding this portion of the process by the summer, so the real work can begin.

SECRETARY-TREASURER'S REPORT

This quarter has been particularly busy with the replacement of Mission Secondary School. The team held 10 lengthy meetings with the three proponents of the MSS Replacement project, discussing various aspects and requirements. Additionally, further discussions with Infrastructure BC were needed to ensure alignment and support for the project. These meetings have been crucial in moving the project forward and addressing any concerns or challenges that have arisen.

Staff continued working with the board on the organization and reviewing of the policies and procedures. Regular policy review meetings were scheduled until the end of the school year.

On the financial front, the school district is progressing as planned for the school year, although enrollment is less than forecast, while the number of designated students is greater than forecast. Details were shared during the 2024-2025 Amended Budget meetings, and the [Amended Budget Bylaw](#) was approved in February. 2025-2026 Preliminary Budget discussions started immediately after.

EDUCATION

STRATEGIC PRIORITIES:

- **QUALITY TEACHING AND LEADERSHIP:** SUPPORT ALL STAFF TO ADAPT TO THE RAPIDLY CHANGING EDUCATIONAL ENVIRONMENT AND STUDENTS' NEEDS
- **FUTURE ORIENTATION:** STRENGTHEN SUPPORT AND SERVICES FOR LEARNERS TO ADDRESS SHIFTING LEARNING REQUIREMENTS
- **STUDENT-CENTRED LEARNING:** CREATE POSITIVE LEARNING EXPERIENCES THAT SUPPORT LITERATE AND NUMERATE STUDENTS

HIGHLIGHTS

Curricular Information Technology

Highlights:

- Development of the Tech Plan device rollout
- Increased usage of SpacesEDU (last year we had 4 schools using SpacesEDU, this year we have increased to 7 schools using SpacesEDU).
- Usage of SpacesEDU portfolios for Core Competencies at Hatzic Middle: Consistent communication with SpacesEDU and Brightspace to improve usage of the platforms
- SpacesEDU Learning Updates production went very smoothly.

Challenge:

- Ongoing development of Multi-Factor Authentication for district staff
- Increasing the number of teachers at MSS using Brightspace for more than a Gradebook
- Increased frustration with the Learning Updates PDF template.
- Aging devices (particularly iPads) are starting to really show
- Vetting of applications is getting larger, need to make it easier for teachers and us to vet
- Typing platform for teachers. Staff are frustrated with the typing programs they have been given access to

Math/Numeracy/Science

Quality Teaching and Leadership

- Elementary (grades 4-6) and middle school (grades 7-9) math scope and sequence in-lieu sessions were facilitated for teachers to gather and discuss curriculum and corresponding resources for better curricular alignment grade to grade.

Student Centered Learning

- With the elementary math committee, the Grade 3 SNAP+ assessment was created for trial with group marking, debriefing and revisions.
- Revised and re-posted curriculum pathways to the Math in Mission site
- Sent feedback to the Ministry on Math Foundation Learning Pathways
- Researched tools and assessments for basic fact mastery
- The science fairs were a huge success, although coordinating and running science fairs on the class and district level was tricky, as it was new work and an area of focus

Indigenous Education and Literacy

Student-Centered Learning

Mentoring with teachers on how to use literacy assessments for information to guide instruction and programming. As well, our goal is to provide high-quality digital learning resources, timely support for

resource requests/support, and ensure that access to our district digital resources is as barrier-free as possible.

Here are some examples of the virtual library support:

- Created Literacy Assessment page on Curriculum Connections
- Wrote Seasonal blog posts for K-6 Virtual Learning Commons (Family Literacy Day, Black History Month)
- Removing library overdue fines from student accounts who have moved to different schools – supporting a welcoming experience with their new TL.
- Focused Ed databases problem-solving – remote login access barriers to World Book and more, collaborated with IT, FocusedEd Tech support to resolve.

Helping schools with looking for resources to make UFLI lessons more accessible to all students (printing issues) – this is from West Heights using inquiry project money.



Effective Learning Environments

Working on accessibility to literacy resources for intermediate grades – the first two Bug Club morphology kits were offered to each elementary school, and housing and sharing in school libraries. Virtual workshops are offered for training. We are also helping with planning for older struggling readers and access to possible materials that work on skills that are age-appropriate.

Teacher Librarian Support/Collaboration:

- Jan.13th TL Learning Session at HPMS (Topics: Accessibility, Destiny Tips & Tricks)
- Jan.27th: Stave Falls TL Collaboration (Building Authentic Indigenous Story Collections – TL, SFE ILW, Jen and Peggy)
- Feb. 10th: Mission Central TL/FRIM Collaboration (Building Authentic Indigenous Story Collections in French programs – TL, Shauna, Jen & Peggy)
- March 3rd: TL Learning Session (Virtual. Topics: LiveItEarth (bilingual, place-based, multi-media inquiry resource & Literacy Initiatives and Resources with Claudia Yung)

Quality Teaching and Leadership

Modelling the first Bug Club Morphology lesson in classrooms. Debriefing about the program, providing ongoing support and creating blackline masters/student materials to be used with the lessons. Feedback from teachers so far is that students are really responding well to morphology lessons; lots of rich classroom conversations about words and the meaning of different word parts. · Created a OneNote for Bug Club Morphology with resources and videos for training, shared with teachers in the district.

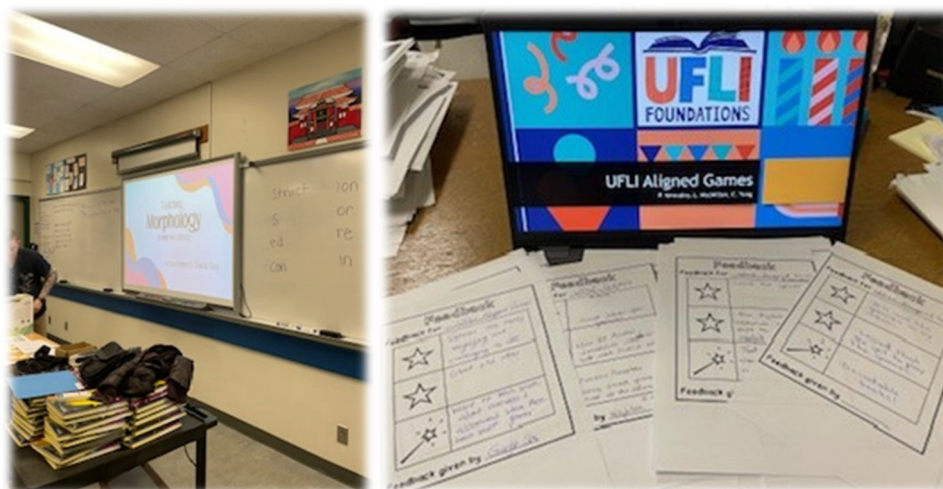
Modelling lessons of the UFLI Foundations phonics program in classrooms and debriefing, providing ongoing support to teachers. More classroom teachers are using UFLI with their students, seeing growth in decoding and especially with encoding (spelling).

Setting up an ELPATS (Early Literacy Phonemic Awareness Tool Surrey) page on curriculum connections with the help of Jen Lane. Creating district screening protocol documents, preparing paper versions of the assessments and making videos of myself administering the assessment for training purposes.

Future Orientation

Provided staff training/workshops on teaching morphology (February Professional Development Day), how to make phonics practice fun and joyful through games (February Pro-D day). Sharing with staff the current progress towards district literacy assessments, how assessments connect to reading skills and showing the Literacy Page on Curriculum Connections. Starting pilot projects for grade 1 and grade 2 literacy assessments with several elementary schools. Started with Mission Central in March.

From Feb ProD Day – Morphology Session for Intermediate/Middle School Teachers and UFLI Games Session for Elementary Teachers



Honouring Culture and Territory

Evaluating Literacy resources/materials/decodable books for Indigenous content and authenticity (e.g., meeting with Scholastic representative to preview their new Know Your Code resource, looking at the Cedar School Decodables).

Updated Cultural Presentation lessons and supported the Hatzic Middle School elective course on “Stó:lō History, Halq'eméylem Language, Story & Culture”.

Assisted SWSW staff with Cultural Days in elementary schools, supported Curriculum Teacher with STUDIO at the middle school and shared the Project of Heart Canoe, “The Sqwéxem Canoe” at HMS.



Jan 14, 2025, Picture, Peter Gong presents: Photo credit: Peggy Janicki, shared with permission

Jan 14, 2025 “Memory Piece” picture, Hatzic Middle School, teaching “Stó:lō History, Halq'eméylem Language, Story & Culture”: Photo credit: Peggy Janicki, shared with permission

Jan 29, 2025 “Bentwood Box” Cultural Presentation at West Heights Elementary School

Photo credit: Peggy Janicki, shared with permission



French Programs

18 students wrote B-level DELF exams in November, and ALL students passed. Both MSS teachers are now certified DELF examinatrice-correctrice and use pedagogical tools required to support student success in their teaching practice.

French Immersion initiatives · Anaïs St-Laurent (French programs TL – 0.2 position) created the following Padlet to showcase the resources of the French Programs library and a space for teachers to add how they are using the resources to create a shared space. This was presented to teachers during the February 14th Pro D.

Several initiatives were taken to boost registration in French Immersion:

- Visited all of the Strong Starts in December and January
- New French Immersion promotional video published to the MPSD French Immersion programs website and shared on MPSD FB and local FB groups.
- Grade 1 intake Family Information night March 3 from 6-7 pm

Adaptation of the ELPATS for French Immersion – translated and adapted ELPATS by teachers (French LST, Anaïs, Shauna). Presented and adapted to primary teachers during the February 14th Pro D.

Core French resources - elementary

Created the Grade 5 learning game and resource kits to be used with the BAFF-SFU (coordinated by Shauna) play-based literacy units designed for Core French teachers who speak little to no French in order to develop a love of learning French in the elementary years.

INDIGENOUS EDUCATION

STRATEGIC PRIORITY: HONOURING CULTURE AND TERRITORY

HIGHLIGHTS

From the desk of Vivian Searwar, District Principal of Siwal Si'wes:

Siwal Si'wes Cultural Days

In January and February of each school year, Siwal Si'wes Staff descend upon various elementary schools to bring Cultural Days. Cultural Days have been a tradition in our school district for at least 15 years. Developed out of an idea from a Leq'á:mel Elder, Cultural Days began at Dewdney Elementary. The idea quickly spread throughout other elementary schools. Students and staff participate in a day of cultural learning that sparks ideas to engage in continued learning about Indigenous peoples, language, culture and history throughout the school year. This year, seven elementary schools participated in Cultural Days, and Siwal Si'wes Staff provided over 160 cultural learning sessions and workshops to elementary school-aged children, which means the preparation of almost 4000 cultural kits!



Cultural Strengthening & Indigenous Learning Opportunities for MPSD Staff

Cultural Strengthening with Abbotsford School District: Sharing our Gifts



For the past few years, Siwal Si'wes has planned, organized and participated in purposeful Cultural Strengthening Learning Opportunities. In February 2025, we collaborated with the Indigenous Department in Abbotsford School District, with Cultural Workers from both school districts sharing their talents and gifts with each other. This was a true 'gift exchange', as many staff came away feeling confident in sharpening the skills they already possess and excited about learning new skills, which they will bring to MPSD learners.

A Day in the Life of a Student in Téméxw te í: The Land of this Place, Indigenous-Focused Board Authority/Authorized Course

For the February MPSD Professional Development Day, a group of educators engaged in an Indigenous-based land learning experience called A Day in the Life of a Student in Téméxw te í: The Land of this Place. Temexw te i (The Land of this Place) is Mission Public School District's locally focused, co-developed with local First Nations (Leq'á:mel, Semá:th, Máthxwi, Sq'éwlets) course, that fulfils the new provincial Indigenous graduation requirement. The idea was to provide land-based journey into the life of a Temexw te i student while learning about the beauty of the local Indigenous culture. This day included language, story, history, land-based experiences and field studies - an abridged version of the course. Participants learned about the Story of the Land Acknowledgment,

Halq'eméylem greetings and seasons, the importance of Circle protocol and meaning of lets'e mot, lets'e thale (good mind, good heart) by making a bullrsh bracelet. Particiaptns also had an opportunity to visit Xa:ytem, Leq'á:mel and Sq'ewlets, and heard stories from Leq'á:mel and Sq'ewlets Storytellers and Knowdge Holders.



Grand Opening of *Growing Roots* Métis Child Care

February 14, 2025, marked a historic time for Mission Public School District, Fraser Valley Métis Association and Métis Nation BC, where we celebrated the grand opening of the first-ever Indigenous-focused culturally based childcare centre project for MPSD. The project began just over two years ago, from a simple idea, and blossomed into a beautiful space where children of all ancestries can grow and thrive. This project demonstrated the work of many minds, many hearts and many hands in the spirit of lets'e mot, lets'e thale, sqwalewel (a good mind, good heart and good feeling).



SWSW Staff Connections

HPMS Food Program Collaboration

Food costs have risen exponentially over the past few years. The Raven's Perch Indigenous Room has always provided food for students. Funding for an inclusive, free soup program was granted and implemented through a creative and collaborative approach between the Raven's Perch, Feeding Futures and the HPMS Cafeteria. Now all HPMS students have access to healthy food options, and the Raven's Perch Staff are able to focus this renewed time on building and nurturing relationships with students.

Cultural Learning through Literacy

ESR students are learning about through culturally based literacy stories. Using Métis Artist and Storyteller, Leah Dorion's book *The Giving Tree: A Retelling of a Traditional Metis Story*, the ESR community learned about Métis core values and their connection to the Seven Sacred Teachings. Teachings included Humility (putting others before ourselves), Love (caring about our classmates' feelings), Respect (showing respect for individual needs), Courage (being brave enough to reach out and talk about our challenges and worries), Wisdom (knowing when to speak up and advocate for our needs), Truth/Honesty (being true to ourselves when we need to take care of our own feelings and honest about our intentions). Students were so enthralled with these teachings, and plans are to plant a maple tree in the fall as the 'ESR Giving Tree'.

Canoe Teachings

Cherry Hill students are learning about Canoe Teachings as a way to explore ways to discuss inequities, bullying and its harmful impacts, treatment of peers and school staff, and belief in oneself, with the focus being to build positive classroom cohesion and contribution to the school community.

SWSW Library

There is a great increase in traffic in the Siwal Si'wes library due to digital contributions (resource collections and seasonal blog posts) co-created by the Siwal Si'wes Teacher-Librarian and the Indigenous Mentor Teacher. Momentum continues with a 20% increase after the fall blog post, a 25% increase after the winter blog post and a 50% increase after the spring blog post. In the short time between January to March 2025, the following collections were shared: Equity Collection, Sports/Athletics Collection, Black History Collection, Nationalism Collection (tailored to the request from an MPSD educator) and the Spring Collection.

From the desk of Angela Magon, District Vice-Principal of Siwal Si'wes:

In my role, I attend many meetings centered on Indigenous student success. For me, a successful meeting isn't just a conversation—it ends with a meaningful, actionable plan that brings us closer to supporting a child or their family.

As a trained Learning Support Teacher, my work is grounded in creating interventions and targeted supports. That's why one of the most fulfilling parts of my role is providing Level B testing for Indigenous students. These assessments—each typically 3–4 hours over two or three sessions—are the first crucial screen in identifying whether further psychoeducational testing is needed. We also use level B testing to rule out cognitive disabilities when students have been given (or the team wants to

apply for) a behaviour designation (R or H), recognizing that externalized behaviour can be the result of learning frustrations.

Level B testing can have long wait times, often creating a barrier to timely support. But in this role, I've had the privilege of removing that barrier for priority Indigenous students. This quarter, I was able to assess six students from Grades 7 to 11—some of whom had been waiting up to two years. More importantly, I was able to sit down with their families and collaborate on next steps.

One moment will stay with me for a long time: I was reviewing results with a student's mother when she began to cry. I worried at first that the news had overwhelmed her. But she looked at me through tears and said, "These are happy tears." For years, she had been advocating for an assessment as she felt that her child had a learning disability.

That moment reminded me why this work matters. When we remove barriers to assessment, we don't just gather data—we open doors. We affirm families' voices. And we empower students to reach their potential with the supports they've long needed.

OPPORTUNITIES FOR GROWTH (AS SHARED BY SIWAL SI'WES STAFF):

Transportation continues to be a significant barrier for some Indigenous learners and families (i.e., students who live on reserve or in rural areas, Indigenous learners living out of catchment areas, students on partial day programs, supporting families with attending appointments, extra-curricular opportunities etc). This puts a great strain on some Siwal Si'wes Staff, which then increases time away from their buildings, and so it impacts service to Indigenous learners who are at school.

An additional barrier mentioned by Siwal Si'wes Staff is time. Increased workloads, and specifically when providing intensive and continuous support for some students who are high needs, meeting the demands of the work, and completing all tasks (including Ministry-mandated documentation, for which the criteria are varied across all BC School Districts) can be challenging.

Finally, as mentioned in detail in an earlier Quarterly Report, there are varying degrees of challenges and barriers for Indigenous learners in MPSD, including Personal Factors, Communication & Trust, Cultural Factors, Academic, Health & Wellness, Services & Personnel, and Systemic Barriers.

INTERNATIONAL EDUCATION

HIGHLIGHTS

January is always full of celebrations, farewells, and wholehearted welcomes. We congratulated our graduating YES students returning home with an emotional graduation ceremony at Fraserview Learning Centre. This always includes well-earned acknowledgment of achievements, videos of their adventures and heartwarming video messages from their parents in Korea.

A farewell bowling party for our 26 departing students at Revs in Maple Ridge was well attended, and a great time was had by all!

Whistler is always a favourite trip for our international students, and this year was no different. Mission and Chilliwack have joined together for most of our student activities to ensure minimum seat numbers

are achieved. Students in both districts love meeting new friends and experiencing amazing trips together. Our January Whistler trip saw 21 Mission students and 52 Chilliwack students enjoy the two-night, three-day ski trip.

We also celebrated Lunar New Year at Mission Secondary with over 30 students joining us for delicious Chinese and Korean cuisine. One of our own international students (also a leadership student) Sarah Taildeman from Spain, took the lead on decorations and special treats for all!

February was a busy recruiting month with agent fairs in Bangkok, Taipei and Kowloon.



We are proud of our Lead Learner award winners!

An excellent time was had by 8 students on our first ever trip to the Yukon, which was also combined with fifteen students from Chilliwack.

March started with recruiting trips in Mexico City and Colombia and an exciting spring break trip through the Rocky Mountains!



CHALLENGES:

Some challenges have been difficult decisions made around travel to the US by our international students, and significant barriers agents are facing due to new immigration policies for K-12 study permits.

EARLY LEARNING & CHILDCARE

STRATEGIC PRIORITY: FUTURE ORIENTATION

HIGHLIGHTS

Supporting Mission families and nurturing belonging.

Focused on attachment, the Early Years Team has continued to develop relationships with families from birth to age 8 by offering fun opportunities for families to participate in.

Before and After School Child Care

- The City of Mission has increased overall spaces at Christine Morrison, Hillside, Hatzic and Windebank Elementaries
 - 4 before-school sites are functioning well at Albert McMahon, ES Richards, Hatzic Elem and Windebank
 - Hours of operation: 6:30-8:30 and 2:30-6:00
 - Feedback from families regarding the early opening has been positive from parents.

Transition to Kindergarten

- Ready Set Learn events are happening at all schools beginning in January and continuing through April.
 - Some schools are moving to smaller, more frequent opportunities throughout the year, which gives families multiple opportunities to get to know school staff and feel comfortable in the environment.
 - We continue to collaborate with partners so that families can connect with resources in the community.
- Early Years Fair
 - Valentine's Day theme – February at the Leisure Centre – over 100 participants
 - Twenty community partners were represented.
 - For example, MACL, Metis Nation, Family Place, Fraser Valley Child Development
- Alongside Director of Instruction Nguyen, staff met with MACL and Aboriginal Supported Child Development to share information and plan for success for incoming 2025/25 Kindergarten students.

Early and Middle Years Family Navigators

- Weekly drop-in Navigator sessions are offered to families to meet in a more private setting
 - Focus schools - Mission Central, Christine Morrison, West Heights, Cherry Hill
- Navigators participated in Circle of Security and Infant Massage training
 - These two parenting programs focused on attachment will be run in the Spring and Fall
- Evening Stay and Play Gym time
 - Six Thursday evenings held at Cherry Hill, 4:30-6:30 – approximately 20 families at each session – great to see so many dads
 - In partnership with Mission Literacy in Motion
- Provided free swimming at the Leisure Centre on March 14, 2025, for families with children from birth to age 8
 - Over 100 participants (funded through SEY2K)
- Participated in the Riot of Reading - January 25, 2025

Early Developmental Index

- Kindergarten teachers completed the EDI survey that ran between January and March.
- Results of the survey will be shared with school districts later this year.

CHALLENGES:

As our Early Learning program and staffing grow, it is becoming increasingly challenging to find space to run programs and to store materials. Currently, our materials are stored in multiple sites, and we try to run programs where there is space, not necessarily where the greatest need is.

Windebank especially has become a challenge as the StrongStart room is utilized by Club K.I.D.S before and after school and during the afternoon for music classes. It is difficult to share this space as it is used from 6:30 a.m. to 6:00 p.m., with little ability to set up programs between the different groups. It would be helpful to investigate the possibility of moving StrongStart to a different location. There is a Ministry of Education and Child Care procedure for moving StrongStart BC programs that would need to be followed. When we receive it, we would like to review the most recent EDI data to evaluate the possibility of moving this StrongStart site.

STUDENT SERVICES

HIGHLIGHTS

Our District Inclusion Mentor Teachers are continuing to build capacity in our school district with staff. They are going into schools and co-developing concrete plans and strategies as well as modelling inclusive practices for all learners.

- Future Orientation (strengthening supports and services for learners to adapt to shifting learning requirements; embrace equity, diversity and inclusion)
 - Collaboration with colleagues in other Lower Mainland school districts to strengthen supports for post-secondary pathways to independence for students with disabilities and diverse needs.
 - From this collaboration, ongoing conversations are occurring with several institutions regarding collaboration with MPSD schools for workplace training for students with disabilities or diverse abilities.
 - Collaboration with colleagues through the district inquiry project and collaboration with assessment committees.
 - Created training resource and presented *AI for the Inclusive Classroom*.
 - *(Heavily focused on ethics and policy.)*
 - Preparation and planning for iPad replacement for Level B assessments across the district
- Student Centred Learning (foster safe, caring, compassionate, and collaborative learning environments; support students to successfully transition in their learning environments)
 - Weekly support at Hatzic Middle School within the ISP program, as well as planning with the administration for transition articulation meetings.
 - Two individual POPARD consultations have been completed; three are close to completion; three consultations have recently begun.
 - Supporting ISP teachers through regular learning opportunities, with an emphasis on social-emotional safety and effective communication and co-regulation strategies.
 - Collaborative Action Research grant (\$4000) being used for literacy at middle school
 - *(HPMS pilot is up and running as of mid-January using Bug Club Morphology kits in LST blocks)*
- Quality Teaching and Leadership
 - General feedback provided for all LST, LSAT and Counsellor case managers re: CBIEPs.
 - Trained and supported new MyEd CBIEP features (logging parent consults) for all district case managers.
 - Ongoing mentorship of three Inquiry groups
- Effective Learning Environments (further the progress of inclusive teaching strategies; provide support for students to transition to new schools)
 - Presentation during February 14 MPSD Professional Development Day – Supporting Complex Learners in the classroom (in collaboration with Provincial Inclusion Outreach Program). Teachers and EAs in attendance for this practical training.
 - Support during the March 14 Educational Assistant in-service presentation on effectively and safely supporting students with communication differences.
 - Ongoing collaboration with elementary, middle, and high school for articulation meetings and in the planning of transition visits and individual transition planning meetings.
- Honouring Culture and Territory

- Working with a Middle School Inquiry Group to facilitate embedding Indigenous Ways of Knowing and Principles of Learning into their instruction using experiential learning.
- *(English and French Social Studies teachers running an inquiry project on engagement and retention using experiential activities, including field trips, storytelling and use of oral language to deepen engagement – I am supporting this as a mentor teacher for inclusion by resourcing for them, and attending field trips as a teacher chaperone)*

The Violence Prevention Team (VPT) has developed, organized, and led training at the last few Non-Instructional Days. They have also attended to refusal of work scenarios and helped guide school teams through the safe work procedures.

- Effective Learning Environments (further the progress of inclusive teaching strategies; provide support for students to transition to new schools)
 - Presentation during February 14 MPSD Professional Development Day – Supporting Complex Learners in the classroom (in collaboration with Provincial Inclusion Outreach Program). Teachers and EAs in attendance for this practical training.
 - Support during the March 14 Educational Assistant in-service presentation on effectively and safely supporting students with communication differences.
 - Presented to district EAs on Framing VI's with a PDA lens
 - Supporting school teams through developing safe work procedures at a variety of school sites

The Hearing Department (TDHH)

- The Deaf and Hard of Hearing Department has been busy building connections and community. At Cherry Hill Elementary, we've been busy learning about language, communication and Deaf culture. There is an American Sign Language bulletin board in the main hallway by the office where students can stop by and learn ASL vocabulary and topics. This year, we have focused on Deaf culture, sea animals, Christmas, family members, and summer vocabulary. We have one student with a hearing designation at Cherry Hill, and his class has been receiving ASL lessons for learning more ways to communicate with their classmate. When our student arrives at school, the students are excited to greet their friend in ASL.
- This spring, we had one of our high school students visit with our student at Windebank. This was a very special time for connection, and they were able to share about topics related to their hearing and their experiences. Both girls really enjoyed the visit and look forward to meeting again.

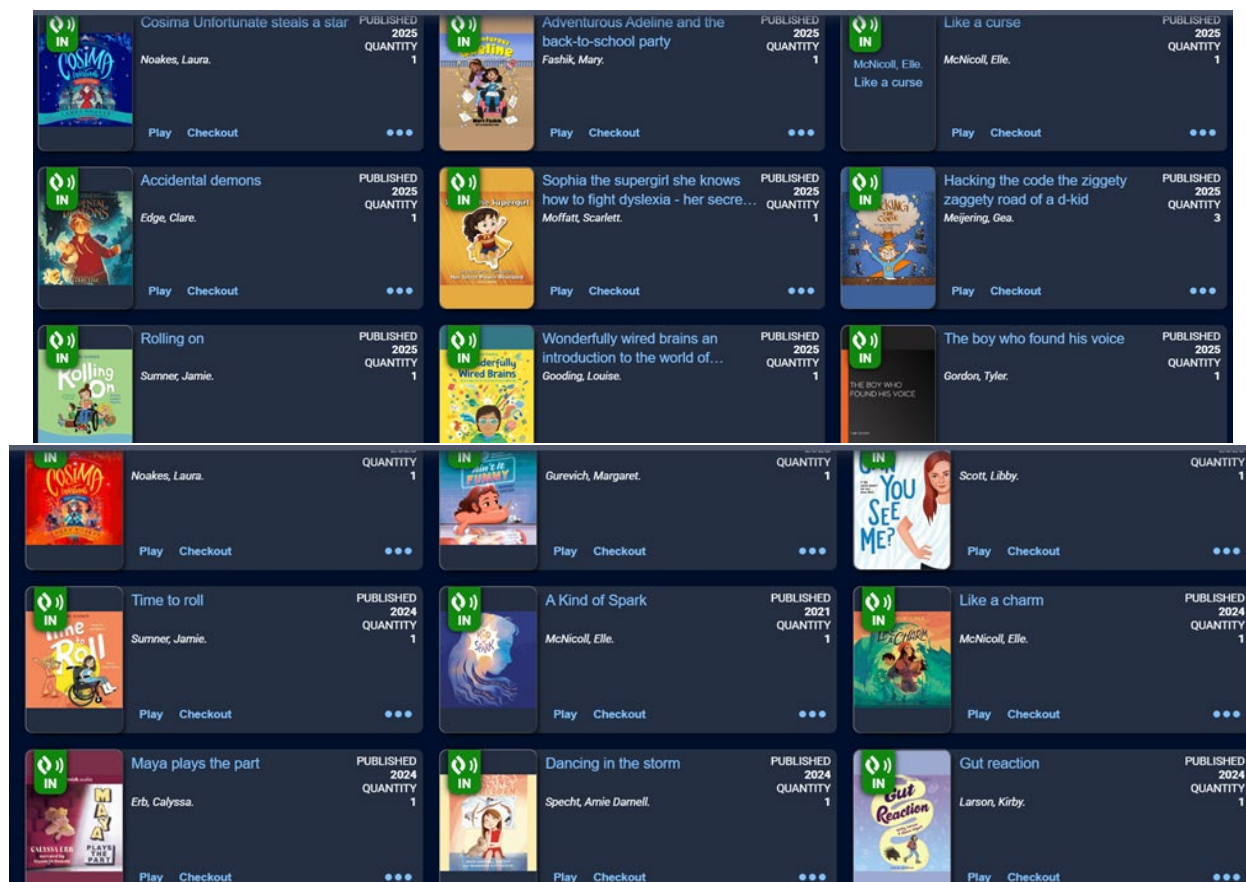
The Accessibility Library has continued with progressing on the second year of the development plan. A report is being prepared to send in to the Mission Community Foundation.

- Placed K-6 district order of picture books. P.O. generated by the purchasing department using GL code for grant funds.
- TL session feedback – agreement that digital labelling in our catalogue records is a preferred method for ARC-BC labelling since they cannot supply enough labels for all our school libraries. Each library was sent a title list from ARC-BC, and Jen is adding a statement to all Indigenous title records. Jen may be able to support school libraries by adding the statement to additional title records – time dependent.

- Prepared draft/tentative budget for Year 2 – set up of physical library space and bringing in print resources.
- Indigenous title records – adding ARC-BC statement. Will share with Sandra Norum who is the MPSD liaison with ARC-BC.
- Accessibility Committee – brought the physical books to the meeting and shared the audiobook connection to the FVRL Reading Challenge.
- Hoping to share the Inclusion page and Accessibility Library at an upcoming Student Services meeting to demonstrate what we are setting up and offer to set up collections for specific topics if useful.
- February & March 2025:
- Shared the Inclusion page and Accessibility Library at the Student Services meeting.
- Picture books are arriving!



- Catalogue records – create title records for all of the new K-6 picture books ordered before they arrive and are sent out to schools. (This takes quite a bit of time on my end – custom, detailed records with resources attached. Saves time at the school level, and they can simply add copies once they receive the books.)
- ARC-BC Records – still adding statement to Indigenous titles.
- K-6 Audiobooks:
 - Research, select and purchase K-6 audiobook titles. Began with school requests gathered by TLs. Followed by selections written by authors with lived experience.
 - The grant funds have allowed us to purchase 40+ new titles for elementary schools! Our library infrastructure has allowed Jen to push out titles to all K-6 schools and to the Accessibility Library.



Connections Program (Alternatives to Suspension)

- The Connections Program has completed PATH (Planning Alternative Tomorrows with Hope) training, in conjunction with school counsellors and youth care workers at the middle school. The purpose of PATH training is to develop short-term plans for students as they transition back to their middle school.
- Presentations and workshops continue with partner groups including: Integrated Child and Youth (ICY) team, Fraser House Counsellors, Mission Youth House, Mission Leisure Centre, Friendship Centre, and RCMP.

CHALLENGES:

Our district Educational Assistants are working under increasingly complex and demanding conditions, often facing significant student needs alongside ongoing staffing shortages. Understandably, this can contribute to feelings of being overwhelmed. At the same time, we are noticing that participation in available professional learning opportunities is limited, which may further impact skill development and confidence in supporting students effectively. There is an opportunity to explore how we can reduce barriers to training, provide targeted and accessible skill-building opportunities, and ensure EAs feel both supported and equipped to meet the growing complexity of student needs.

FEEDING FUTURES

STRATEGIC PRIORITY: FUTURE ORIENTATION

The Feeding Futures program continues to find creative and holistic ways to encourage the community around nutritious food options.

HIGHLIGHTS

Some of the highlights that have happened with the Feeding Futures program are:

- The Feeding Futures program is well underway this quarter, thanks in part to increases in staffing
- A dedicated driver started in January, an FSW 1 was hired part-time to assist our full-time FSW with the creation of breakfasts and sandwiches.
- The central prep facility is scratch-cooking many of our breakfast offerings.
- Breakfast menus are now provided a month in advance and posted to the district website.
- Breakfast programs were started at all elementary locations in this quarter, so there are no elementary schools without a breakfast program in place.
- We have staff at each location dedicated to the distribution of the breakfast foods.
- We have seen an increase in our participation rates for both lunches and breakfasts.
- Our dedicated refrigerated transportation is being utilized to distribute food to all of the elementary locations 5 days per week.
- A soup program was piloted at one of our Middle schools, along with produce cups, to provide more produce options for that school.
- BC entered a contract regarding National funding in March, so there is excitement around hearing the details of that program.
- As more emphasis is put on a food literacy component by the Provincial and Federal Governments, there have been some exciting opportunities to try programs at schools using hydroponics, lunch and learns, and picnic basket learning materials. We look forward to being able to expand on this component of the program, as students learning about where their food comes from assists us with a systems approach to Feeding Futures.

CHALLENGES:

- One of our biggest challenges with the program is forecasting participation rates.
- Participation rates continue to increase both for the breakfast and lunch programs, showing that the demand is great
- Infrastructure, funding and staffing constraints continue to be the largest challenge as this program expands. However, the district has been amazing at coming together to strategize potential future solutions.
- As we now have funding sources coming from different levels of government, reporting structures and administrative duties will continue to expand.
- The biggest challenge of all is how to expand the program without creating a program that excludes anyone or creates stigma.
- More historical data is needed for better future forecasting, but as this program is in its infancy, the numbers do not appear to be stabilized yet.



FINANCE

STRATEGIC PRIORITY: FUTURE ORIENTATION AND EFFECTIVE LEARNING ENVIRONMENTS

Finance strives to be future-oriented by looking for opportunities to integrate system enhancements, continuing to improve financial reporting, and planning for potential risks and challenges.

HIGHLIGHTS:

The payroll department continues to work through the implementation of automated seniority reporting for support staff. In addition, the payroll calendar year-end reporting was completed during the quarter. In accounting services, on-site school reviews were reinstated with the return of the Finance Manager from maternity leave in February. Planning and piloting were underway for the implementation of Amazon business services across the district. With financial reporting, several reports were completed during the quarter, along with work related to the preliminary budget for 2025/26.

The following financial reports were completed during Q3:

- 2024 Pension Reporting
- 2024 T4 Reporting
- 2024/25 Amended Budget
- 2024/25 Q2 Board Financial Report
- 2024/25 Q2 Employment Data and Analysis Report (EDAS)
- 2025/26 Enrolment Forecasting

CHALLENGES:

The payroll team has been involved in a lengthy and complicated project with Powerschool for the implementation of automated seniority reporting, with project completion still considered at risk. In finance, the team is struggling with increased workload related to the demands from a growing school district, steadily increasing provincial administrative and reporting requirements, and system/process improvement projects.

HUMAN RESOURCES

STRATEGIC PRIORITY: QUALITY TEACHING AND LEADERSHIP & LEARNING ENVIRONMENTS

HIGHLIGHTS:

- Mid contract modification with Mission Teachers Union to modify December salary to two payments versus one, resulting in increased teacher personal support and alignment of payroll processes
- Significant increase in use of Early Career Teacher Mentorship Fund in collaboration with Mission Teachers' Union (approx. \$18,000)
- 35 Teachers Teaching on Call accepted an opportunity to participate in the February district professional development day
- Continued use of the BCTF Peer Support Service in collaboration with the Mission Teachers' Union
- Significant TTOC replacements for teacher absences
- Learning Enhancement/Health and Wellness Fund for regular and term support staff were reimbursed \$21,800
- 17 Education Assistant practicum students placed in schools
- Teacher Recruitment Fair - University of British Columbia

- \$367,821 was transferred to the Misson Teachers' Union to reflect remedy due to class size and composition violations for October to December for teachers who selected professional development

Below is the dollar amount or number of remedy minutes earned for January to March (LOU 17)

# of Teachers	Method	Totals
73	Resource Funding	\$197,581.31
198	Professional Development Funding	\$382,346.66
1	Co-Teaching	432 minutes
3	Additional Prep Time	2,067 minutes

CHALLENGES:

- Availability of casual Education Assistants to replace absences
- Volume of movement of education assistant classification from position changes, leaves and new hires
- Time required for grievances and arbitration preparation

OPERATIONS

STRATEGIC PRIORITY: FUTURE ORIENTATION; EFFECTIVE LEARNING ENVIRONMENTS

The Operations Department is focused on providing the best support to our education team as we build effective learning environments both now and for the future.

HIGHLIGHTS:

- Operations are working tirelessly to provide much-needed support to our education staff. Operations' goal is to assist in the building of effective learning environments both now and in the future.
 - New awnings installed at SBO
 - Completion of the West Heights HVAC upgrade. Adding 3 new high-efficiency unit ventilators
 - Completion of over 1400 facilities' work orders
 - Installation of block retaining wall at Christine Morrison Elementary School
 - Continued HVAC upgrades at Mission Central Elementary to replace old, failing and inefficient equipment and upgrades to the school's electrical distribution system
 - District-wide upgrades to our intrusion alarm system
 - Initial start-up of the Hatzic Middle School small gym floor replacement project
 - Major flooring replacement in the upper mezzanine at Heritage Park Middle School
 - Pilot project for a vape detection system currently installed in 1 set of washrooms at Heritage Park Middle School
 - HVAC upgrades at Hatzic Middle School, Dewdney Elementary, ESR, Mission Secondary School, Hillside Traditional Elementary School and Albert McMahon Elementary School
 - Grand opening of Growing Roots, the Métis Nation Childcare Centre at West Heights Elementary
 - Initial development of a district-wide IT disaster recovery program

- The completion of over 1250 IT work orders
- Continued installation of new district-wide VOIP phone and P/A system, we now have 17 sites operating on our new phone systems.
- Provided Effective Communication training to all facilities staff

CHALLENGES:

- Budget challenges with increasing costs for materials and labour. This means our current budgets do not accomplish as much as they used to.
- Workload is always a challenge. With small departments and ever-increasing requests from sites, the workload can be overwhelming.
- Changes to building codes have put increased pressure and demands on our labour and financial resources.
- Aging buildings and system infrastructure are a challenge as increased maintenance costs and labour requirements put pressure on our limited resources.

HEALTH & SAFETY

STRATEGIC PRIORITY:

The OH&S, Wellness department is focused on protecting the safety and health of all members of the organization by preventing work-related injuries, ill health, diseases and incidents.

HIGHLIGHTS:

In March 2025, we conducted the 5th annual Workplace Violence: Worker Experience Survey.

2025 results- 32% participation (415 responses) % of workers experiencing violence is at an all-time low, 21%, 40% of staff feel things are improving, and 72% of staff have been trained within the last 2 years.

We had 32% of our staff participate (up from 18% the year before. Here is a summary of the results year over year since 2022. (In 2021, each site conducted its own survey, so stats are not available.)

Category	2022	%	2023	%	2024	%	2025	%
number of respondants	498	43	399	33	241	18	415	32
Have you experienced workplace violence? Yes	126	25.30120482	127	31.82957393	69	28.63070539	89	21.44578313
Have you experienced workplace violence? No	372	74.69879518	272	68.17042607	172	71.36929461	326	78.55421687
Have you submitted a report in the last year? Yes	70	14.0562249	76	19.04761905	40	16.59751037	67	16.14457831
Have you submitted a report in the last year? No	428	85.9437751	323	80.95238095	201	83.40248963	348	83.85542169
Have you been involved in the process? Yes	116	23.29317269	78	19.54887218	81	33.60995851	114	27.46987952
Have you been involved in the process? No	382	76.70682731	178	44.61152882	160	66.39004149	301	72.53012048
Processes are:								
improving	172	34.53815261	70	17.54385965	99	41.07883817	167	40.24096386
stay in the same	263	52.81124498	147	36.84210526	118	48.9626556	202	48.6746988
declining	63	12.65060241	39	9.77443609	24	9.958506224	46	11.08433735
Last time you participate in WPV training								
less than 2 year	211	42.36947791	154	38.59649123	157	65.14522822	298	71.80722892
between 2-3 years	116	23.29317269	35	8.771929825	29	12.03319502	52	12.53012048
more than 3 years	171	34.3373494	67	16.79197995	55	22.82157676	65	15.6626506

The Stay at Work/Return to Work program has been receiving a lot of positive feedback. The job jars have become an excellent tool to support the conversation between the supervisor, injured worker and the treatment providers. It has helped treatment providers understand the injured workers' role and

supported them in finding approved work duties. It has allowed the employer to quickly and accurately offer modified work to injured workers, ensuring the employer is meeting their duty under Bill 41.

CHALLENGES:

Our ongoing challenge is time. The OH&S department has worked to build solid processes and procedures that, when followed, will ensure compliance with WSBC regulations. The employer offers ongoing support, annual training, refresher training, one-on-one training and emails and phone calls to support the supervisors in learning and running the OH&S program. The constant feedback from the supervisor level is that they don't have time to get to all their obligations. This has led to inconsistency in how the programs are rolled out and managed between the sites. This causes frustration and confusion to frontline workers who feel as though each site has different expectations. It has also led to challenges and pushback from the unions as they believe they find gaps/cracks in the employer's process. WSBC has been called several times this year by workers feeling the employer is not meeting their obligations under WSBC.

2024/2025 Financial Summary - Mar 31, 2025 Year To Date

7 of 10 months = 70.00%

9 of 12 months = 75.00%

	Amended Budget	Actuals - YTD	% of Budget
OPERATING REVENUE			
Total Grants	98,899,218	67,681,701	68.44%
Tuition	2,195,000	2,156,511	98.25%
Other Revenue, Leases, Investments	3,282,136	1,018,762	31.04%
TOTAL OPERATING REVENUE	104,376,354	70,856,974	67.89%
Gain on Disposal of Capital Assets	-	-	
Amortization of Deferred Capital	3,358,926	2,474,405	73.67%
STATEMENT 2 REVENUE	107,735,280	73,331,379	68.07%
OPERATING EXPENSE			
Total Salaries and Benefits	92,482,450	63,101,094	68.23%
Total Services and Supplies	13,079,670	6,789,909	51.91%
Total Amortization	4,784,343	3,513,400	73.44%
TOTAL OPERATING EXPENSE	110,346,464	73,404,403	66.52%
Net Operating Surplus (Deficit)	(2,611,184)	(73,024)	
Budgeted allocation of Surplus	1,932,170	(149,709)	
Operating Surplus/(Deficit)	(679,014)	(222,733)	

2024/2025 Financial Summary - Mar 31, 2025 Year To Date

Summary without amortization

7 of 10 months = 70.00%

9 of 12 months = 75.00%

	Amended Budget	Actuals - YTD	% of Budget
TOTAL OPERATING REVENUE	104,376,354	70,856,974	67.89%
TOTAL OPERATING EXPENSE	105,562,121	69,891,003	66.21%
Net Operating Surplus (Deficit)	(1,185,767)	965,972	
Budgeted allocation of Surplus	1,932,170	(149,709)	
Allocation to (from) Capital	(746,403)	(816,263)	
Operating Surplus/(Deficit)	0	(0)	



7 of 10 months = 70.00%

9 of 12 months = 75.00%

2024/2025 Financial Summary - Mar 31, 2025 Year To Date

	Amended Budget				
	Operating	Special	Operating / Special	Capital	Total
OPERATING REVENUE					
Grants					
Ministry of Education - Operating	83,070,893	13,707,557	96,778,450		96,778,450
Other Ministry of Education	1,681,992		1,681,992		1,681,992
Provincial - Other	303,976	134,800	438,776		438,776
Total Grants	85,056,861	13,842,357	98,899,218	-	98,899,218
Tuition	2,195,000		2,195,000		2,195,000
Other Revenue	270,713	2,176,423	2,447,136		2,447,136
Rentals & Leases	185,000		185,000		185,000
Investment Income	650,000		650,000		650,000
TOTAL OPERATING REVENUE	88,357,574	16,018,780	104,376,354	-	104,376,354
Amortization of Deferred Capital			-	3,358,926	3,358,926
STATEMENT 2 REVENUE	88,357,574	16,018,780	104,376,354	3,358,926	107,735,280
OPERATING EXPENSE					
Salaries					
Teachers	33,621,986	7,183,522	40,805,508		40,805,508
Principals and Vice-Principals	5,417,500	239,000	5,656,500		5,656,500
Education Assistants	9,758,400	621,900	10,380,300		10,380,300
Support Staff	9,506,540	426,463	9,933,003		9,933,003
Other Professionals	3,131,164	88,000	3,219,164		3,219,164
Substitutes	4,192,100	136,773	4,328,873		4,328,873
Total Salaries	65,627,690	8,695,658	74,323,348	-	74,323,348
Employee Benefits	16,003,022	2,156,081	18,159,103		18,159,103
Total Salaries and Benefits	81,630,712	10,851,739	92,482,450	-	92,482,450
Services and Supplies					
Services	2,706,918		2,706,918		2,706,918
Student Transportation	19,000		19,000		19,000
Prof Development and Travel	687,688		687,688		687,688
Rentals & Leases	-		-		-
Dues & Fees	99,000		99,000		99,000
Insurance	215,000		215,000		215,000
Supplies	2,734,869	5,167,041	7,901,910		7,901,910
Utilities	1,450,154		1,450,154		1,450,154
Interest				56,285	56,285
Amortization			-	4,728,058	4,728,058
Total Services and Supplies	7,912,629	5,167,041	13,079,670	4,784,343	17,864,013
TOTAL OPERATING EXPENSE	89,543,341	16,018,780	105,562,121	4,784,343	110,346,464
Net Operating Surplus (Deficit)	(1,185,767)	-	(1,185,767)	(1,425,417)	(2,611,184)
Allocation of Surplus	1,932,170		1,932,170		1,932,170
Allocation (to) from Capital	(746,403)		(746,403)	746,403	-
Operating Surplus/(Deficit)	0	-	0	(679,014)	(679,014)

Actuals - YTD				
Operating	Special	Operating / Special	Capital	Total
57,808,081	8,519,538	66,327,619		66,327,619
949,715		949,715		949,715
302,216	102,151	404,367		404,367
59,060,012	8,621,690	67,681,701	-	67,681,701
2,156,511		2,156,511		2,156,511
109,665	343,249	452,915		452,915
121,868		121,868		121,868
443,979		443,979		443,979
61,892,035	8,964,939	70,856,974	-	70,856,974
		-	2,474,405	2,474,405
61,892,035	8,964,939	70,856,974	2,474,405	73,331,379
23,147,976	5,076,364	28,224,340		28,224,340
4,041,806	179,742	4,221,547		4,221,547
5,923,886	451,799	6,375,685		6,375,685
6,323,892	231,428	6,555,320		6,555,320
2,269,631	64,583	2,334,214		2,334,214
3,036,198	14,569	3,050,767		3,050,767
44,743,388	6,018,484	50,761,873	-	50,761,873
10,824,544	1,514,677	12,339,221		12,339,221
55,567,932	7,533,161	63,101,094	-	63,101,094
2,006,588	501,053	2,507,641		2,507,641
18,971		18,971		18,971
469,500		469,500		469,500
-		-		-
95,776		95,776		95,776
202,493		202,493		202,493
1,830,575	930,724	2,761,300		2,761,300
734,229		734,229		734,229
			38,990	38,990
		-	3,474,411	3,474,411
5,358,132	1,431,777	6,789,909	3,513,400	10,303,309
60,926,064	8,964,939	69,891,003	3,513,400	73,404,403
965,972	-	965,972	(1,038,995)	(73,024)
(149,709)		(149,709)		(149,709)
(816,263)	-	(816,263)	816,263	-
(0)	-	(0)	(222,732)	(222,733)

% of Budget				
Operating	Special	Operating /	Capital	Total
69.59%	62.15%	68.54%		68.54%
56.46%		56.46%		56.46%
99.42%	75.78%	92.16%		92.16%
69.44%	62.28%	68.44%		68.44%
98.25%		98.25%		98.25%
40.51%	15.77%	18.51%		18.51%
65.87%		65.87%		65.87%
68.30%		68.30%		68.30%
70.05%	55.97%	67.89%		67.89%
			73.67%	73.67%
70.05%	55.97%	67.89%	73.67%	68.07%
68.85%	70.67%	69.17%		69.17%
74.61%	75.21%	74.63%		74.63%
60.71%	72.65%	61.42%		61.42%
66.52%	54.27%	66.00%		66.00%
72.49%		72.51%		72.51%
72.43%	10.65%	70.47%		70.47%
68.18%	69.21%	68.30%		68.30%
67.64%	70.25%	67.95%		67.95%
68.07%	69.42%	68.23%		68.23%
74.13%		92.64%		92.64%
99.85%		99.85%		99.85%
68.27%		68.27%		68.27%
96.74%		96.74%		96.74%
94.18%		94.18%		94.18%
66.93%	18.01%	34.94%		34.94%
50.63%		50.63%		50.63%
			69.27%	69.27%
			73.48%	73.48%
67.72%	27.71%	51.91%	73.44%	57.68%
68.04%	55.97%	66.21%	73.44%	66.52%